Maryland State Department of Education

MSDE Library Services

Division of Library Development and Services

MARYLAND STATE

PLAN

FOR

LIBRARY SERVICES AND TECHNOLOGY ACT

(LSTA)

2003   **2007**

2004   **2006**

2005

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PREFACE

The <u>Maryland State Plan for the Library Services and Technology Act (LSTA) 2003-2007</u> addresses the unique community needs served by libraries in Maryland, as well as the LSTA priorities, and is a product of the input of librarians and users of library and information services in the state.

The aims of the <u>Maryland State Plan</u> are:
- To provide a framework for establishing program goals to assist libraries in meeting the diverse needs of the citizens of Maryland
- To establish guidelines for the best use of the Library Services and Technology Act funds
- To make widely known a plan for statewide library development
- To fulfill the planning requirements of the Library Services and Technology Act

This plan will be disseminated by sending print copies to the public library administrators in Maryland and each of the state libraries. It will also be posted on **www.maplaonline.org**. All constituent groups will be notified when it is posted.

BACKGROUND
MARYLAND STATE LIBRARY

The State library agency in Maryland began as the Division of Library Extension in 1946. In 1968, the agency was reorganized and renamed the Division of Library Development and Services (DLDS) of the Maryland State Department of Education (MSDE). DLDS is the State Library Agency in Maryland. The responsibilities of the Division are to administer the state and federal funds that support development and management of the library services in public schools and libraries across the state and to operate the Maryland State Library for the Blind and Physically Handicapped (LBPH)

By state statute, there are three branches within DLDS: the School Library Services and Media Branch, the Public Libraries and State Networking Services Branch and LBPH. The Maryland Advisory Council on Libraries provides guidance to DLDS.

The Maryland State Library for the Blind and Physically Handicapped became operational in 1968. It is charged with the responsibility of serving the blind population and those individuals having difficulty holding a book. LBPH is the Maryland Regional Library under the National Library Services for the Blind and Physically Handicapped program of the Library of Congress.

DIVISION OF LIBRARY DEVELOPMENT AND SERVICES
MISSION

The Division of Library Development and Services of the Maryland State Department of Education guides and develops statewide Maryland public library network services through leadership and consultation in technology, training, marketing, funding, resource sharing, research and planning, so that Maryland libraries can fulfill their missions now and in the future to the people of Maryland.

VISION

Maryland libraries will be the people's **"first thought for information"** in the 21st century.

MARYLAND PUBLIC LIBRARIES AND LIBRARY DEVELOPMENT

The law establishing public libraries in Maryland was enacted in 1902. The Office of Public Libraries was established under the State Board of Education in 1935 with the Division of Library Extension operating under the State Board of Education from 1947 to 1971. The Public Libraries Branch within the Division of Library Development and Services was established in 1971, and later became the Public Libraries and State Networking Branch (PLSNB). PLSNB is charged with the responsibility of providing technical assistance and direction to improve library services across the state. PLSNB has oversight over the state library network, which is responsible for assuring and providing Maryland residents with access to information not available at the local library level. Specifically, the network provides interlibrary loans, direct lending of resources and materials, technical assistance and staff training. Public, university and community college libraries are part of this system and provide residents of Maryland with a wealth of information. More than 400 Maryland libraries participate in the network. The network operates out of the State Library Resource Center (SLRC) in the Enoch Pratt Free Library in Baltimore.

In addition, there are three regional libraries that support the network. They include the Eastern Shore Regional Library, Inc., in Salisbury, the Southern Maryland Regional Library Association in Charlotte Hall and the Western Maryland Public Libraries (regional library) in Hagerstown.

The Central Library of the Enoch Pratt Free Library System was designated as the State Library Resource Center (SLRC) in 1971. Instead of maintaining a separate State library building and collection, DLDS contracts with the Enoch Pratt Free Library to operate SLRC. The purpose of SLRC is to provide lending opportunities for libraries within the State Library Network. When information is not easily accessible, it assures access to information through the Maryland Interlibrary Loan Organization (MILO). SLRC also provides valuable information to State government employees through the Government Reference Service.

SLRC operates Sailor®, Maryland's on-line electronic information network, and MA^{3}RINA®. DLDS and SLRC are jointly responsible for connecting Maryland residents to information resources within the state and worldwide.

Completing the network are Maryland's twenty-four public library systems, 1194 elementary, middle and secondary school media centers; sixty-three college and university libraries; and several state institutional libraries that serve people with mental illness and the incarcerated.

PLAN OVERVIEW

As a result of focus groups and meetings with constituent groups, five basic themes emerged and needed to be addressed in the next five years:
- Needs assessment and evaluation
- Creation of learning communities both within and outside the library
- Harnessing emerging technology to benefit libraries and their customers
- Anticipating and meeting the needs of the unserved and underserved
- Promoting the visibility and impact of libraries to keep them viable for the future

The plan serves to address these themes through the five (5) goals and eight (8) programs areas outlined below.

GOALS AND PROGRAMS

Goal I: Maryland libraries will meet the changing information needs of their local communities
Program Areas:
1. Needs Assessment Research
2. Statewide Library Services
3. Generational and Intergenerational Responsive Programming
Goal II: Maryland libraries will be learning organizations both internally and collectively to benefit themselves and others
Program Area:
1. Maryland Library Learning Community
Goal III: Maryland libraries will anticipate and meet the digital/electronic needs of their communities
Program Area:
1. Statewide Technology Opportunities
Goal IV: Maryland libraries will be essential resources in their communities
Program Areas:
1. Program evaluation
2. Collaborative projects among libraries and other agencies to increase the visibility of libraries
Goal V: Maryland's print disabled community will have access to increased and improved library services.
Program Area: Maryland State Library for the Blind and Physically Handicapped

Goal I, Program 1: Needs Assessment Research

Strategic Direction:
DLDS will provide leadership and support to Maryland libraries to meet the changing information and learning needs of their local communities

LSTA Purpose:
Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

Goal:
Build libraries' capacity to assess the information and learning needs of their communities in order to create and enhance services to meet those needs

Need:
Libraries have always assessed their user's needs and provided services to meet those needs. Sometimes this has been informally and anecdotally and at other times through formal research. In this time of an explosion of information technology, assessing these needs is more important than ever and finding new tools and techniques to assess these needs more effectively and efficiently are crucial to libraries in order to stay viable. With only a limited number of resources and the expectations of library users growing ever more sophisticated, libraries need to make hard choices about what services to offer. Knowing more precisely what those needs are and being able to prioritize those needs based on timely and pertinent information is critical to libraries now and in the future.

Maryland has had a history of needs assessment. The needs of libraries and the needs of end-users have been assessed for the last twenty-five years at DLDS and have been a major theme in its strategic plans during that time. Several methods have been used including unobtrusive surveys to assess reference performance, telephone surveys to assess the information needs of Marylanders, and materials availability user studies to assess the success library patrons have in obtaining the library materials they request. In addition, DLDS has participated in the Maryland Poll, a survey performed by the University of Maryland Survey Research Center, to assess the climate of Maryland on a variety of topics; DLDS has participated by inserting a number of questions in the survey pertaining to library services, awareness of certain library products (such as Sailor®) and their attitudes concerning various aspects of libraries (such as funding mechanisms)

Some of these assessment tools are no longer available to DLDS (The Maryland Poll will not be done this year) and some need to be updated or replaced to gather more or different information than in the past. In addition, ways need to be found to gather the information faster and in different ways so that it can be tabulated and used more quickly. The quicker the information is in the hands of the libraries, the easier it is for them to incorporate it into its plans. In addition, narrower market segments need to be identified and their needs assessed in shorter bursts so that tailored services can be provided.

In addition, library users have changed. Some of them, a growing number, only visit the library virtually. Finding them and assessing their needs requires even different tools.

Many libraries do not have the resources to do this kind of needs assessment. Setting aside LSTA dollars to perform this function at the statewide level or locally would assist in this effort. In addition, it shows that the state is placing emphasis on this kind of data collection and is willing to support it. This has not been an emphasis lately in Maryland; this was borne out in the evaluation of Maryland's first LSTA five-

year plan. One of the recommendations of the Alliance Group, the contractor hired to do the evaluation, was for Maryland to focus on these efforts in the next five-year plan.

Program Title:
Needs assessment of library end-users

Program Purpose Statement:
We provide tools, techniques, resources, and technical assistance for library administrators and staff
- So that library staff demonstrate an understanding of needs assessment
- So that libraries will use one of the tools identified by DLDS to assess their users' needs
- So that libraries will have assessed the information and learning needs of at least one segment of their user base

Activities:
- Develop and present workshops on need assessment.
- Offer incentive grants to libraries to assess the needs of their communities
- Research needs assessment tools and post them on the state library web site
- Offer special grants to library staff to be trained in needs assessment
- Contract with a consultant to offer technical assistance in needs assessment
- Conduct statewide needs assessment on an annual basis
- Sponsor a needs assessment discussion group or listserv

Outcomes	Indicators	Data Sources	Targets
Intermediate Library staff demonstrate an understanding of needs assessment	#/% of library staff who attend needs assessment training	Workshop statistics	50%
	#/% of staff who can identify all of the elements of a needs assessment	Pre and post test workshop evaluations	
	#/% of library staff who can describe the purpose of a needs assessment	Post workshop evaluation	
Intermediate Libraries will use one of the tools identified by DLDS to assess their user needs	#/% of libraries who request use of one of the tools	DLDS statistics	55%
	#/% of libraries who request technical assistance for one of the tools	DLDS statistics	55%
	#/% of libraries who use at least one needs assessment tool provided by DLDS	DLDS survey of libraries	55%
(continued on next page)			

Needs Assessment (continued)

Outcomes	Indicators	Data Sources	Targets
Long Term (Impact) Libraries will have assessed the information and learning needs of at least one segment of their user base	#/% of libraries who identify a new market segment with needs assessment tools <u>or</u> #/% of libraries who confirm the ongoing need for an existing library program	DLDS survey of libraries	55%

Goal I, Program 2: Statewide Library Services

Strategic Direction:
Enhance equity of access to information, resources and public library service.

LSTA Priority:
- Establish or enhance electronic linkages among or between libraries.
- Help libraries access information through electronic networks.
- Pay costs for libraries to acquire or share computer systems and telecommunications technologies.
- Encourage libraries in different areas and different types of libraries to establish consortia and share resources

Goal:
Maryland libraries will meet the changing information and learning needs of their local communities.

Need:
Maryland is one of few states in the United States to enjoy computer and Internet penetration to over 65% of its population. Over half-a-million citizens have used the statewide information network and Internet gateway, Sailor®, which carries general information databases, electronic books, and a variety of Maryland related resources that are available for free through the public library to anyone for free. It is accessed in public libraries, through school media centers and other libraries, and from home. In FY 2001, Sailor® received over 200 million hits on its web servers. Over 4.5 million e-texts were downloaded from Sailor®. Database usage was close to 100,000 users and article downloads from the Baltimore Sun archive approached 12,000.The statewide interlibrary loan system, Marina, is now available in most public libraries and many provide end-user access. In FY 2001 over 90,000 public library patrons used Marina.

Equity of access is one hallmark of the DLDS. The success of Sailor® and Marina and its popularity among the citizens of Maryland clearly indicate that enhancement of Sailor and expansion of Marina should be implemented in the next five years to continue to provide equity. Sailor® will continue to expand its access to databases, digitized materials and other resources in the years ahead while also expanding its network capacity in a fiber optic environment. Marina will continue to expand until it is statewide in 2004.

In today's "portable society", mobility and flexibility are the keys to keeping up with the fast pace around us. Maryland residents need access to the services of the public library wherever they are and whenever they need information. For this reason, two other needed statewide services will be planned and implemented to increase equity of access statewide.

1. A statewide library card.
This card will allow all Maryland residents to access library services anywhere in the state. With one statewide library card citizens will be able to borrow and return books, pay fines, and access Sailor® databases anywhere in the state. Through the Marina interlibrary loan system, citizens will be able to place holds on books in any public library collection in the state and will be able to request books be sent to them from anywhere in the state to their local branch.

A prototype of this card is being tested in one of the Maryland public libraries currently. Results of this pilot program will be used in the statewide implementation. By the year 2004 a statewide technology will be in place to facilitate patron checkout, computer use, copier use and other transaction services.

2. Virtual reference service (Live professional library assistance via the Internet)
Virtual reference service will provide Maryland residents with the professional information services of a librarian twenty-four hours a day, seven days a week through the Internet. Questions will be answered and information will be provided in real time wherever the patron is at whatever time the information is needed. A complimentary service, Tutor.com, will provide students with access to tutors online through the Internet. Both virtual reference and homework help will be in place by January 2003. Virtual reference will be a multi-type library service. Tutor.com will be available through public library branches and remotely from home.

Several local public libraries are currently testing this service. Evaluations of these test sites will be used to plan, develop and implement the statewide service.

Program Title:
Statewide library services

Program Purpose Statement:
We provide leadership, resources and technical assistance for Sailor® managers, State Library Resource Center (SLRC) staff, public library administrators and staff, and residents of Maryland
- So that library staff and patrons will find the information they need through statewide databases
- So that library patrons will receive answers to their questions through 24/7 statewide reference service
- So that libraries can offer a statewide library card to their patrons
- So that library patrons can use one library card across the state for Internet access, borrowing, and debit use.
- So that Maryland residents will use Sailor as their primary access to the Internet
- So that library systems will have increased capacity on the Sailor network
- So that patrons can borrow materials or receive the information they need anytime and anywhere

Activities:
Virtual Reference
- Hold a statewide virtual reference summit with representatives from all types of libraries
- Evaluate the virtual reference pilots
- Develop, implement and evaluate a statewide virtual reference service
Statewide Library Card
- Evaluate the pilot test of the statewide library card
- Develop and implement a statewide library card
Sailor/Statewide Network
- Continue to develop and enhance the statewide network
- Explore partnership and collaboration opportunities with the Maryland Digital Library (MDL)
- Continue dialogue with other types of libraries to provide Sailor enhancements such as seamless access for school libraries and utilizing special library expertise in the ongoing development of Sailor
- Choose, implement, and evaluate a statewide reference database vendor
Marina
- Continue to develop and enhance the statewide inter-library loan network

STATEWIDE DATABASES

Outcomes	Indicators	Data Sources	Targets
Immediate Maryland library staff will find the information they need to answer their patrons questions through the Sailor databases	#/% of library staff who report that they have found the information they needed to answer their patrons questions	DLDS survey of libraries	75%
Intermediate Registered borrowers of Maryland's public libraries will obtain the information they need through the Sailor databases.	#/% of library patrons that report that they have received the information they were looking for at least 75% of the time	Pop up surveys	5% of 2,800,000

VIRTUAL REFERENCE

Intermediate Maryland's population will have received the answers to their questions by using the virtual reference service	#/% of Maryland residents that report that they have had their questions answered through the virtual reference service	Survey of virtual reference users	5% of 5,164,300

STATEWIDE LIBRARY CARD

Outcomes	Indicators	Data Sources	Targets
Immediate Maryland's public libraries will provide the statewide library card to their patrons _(continued on next page)	#/% of libraries offering the statewide card	Public library survey	20(27) 75%

STATEWIDE LIBRARY CARD (continued)

Outcomes	Indicators	Data Sources	Targets
Intermediate Registered borrowers of Maryland's public libraries will use a statewide library card for Internet access, borrowing, and debit.	#/% of library patrons who have registered for and used the statewide library card	Public library survey	5% of 2,800,000

STATEWIDE NETWORK

Outcomes	Indicators	Data Sources	Targets
Intermediate Library systems will have increased capacity on the Sailor® network	#/% of libraries reporting new services offered due to increased capacity	DLDS Survey of libraries	27(27)

MARINA (STATEWIDE INTERLIBRARY LOAN NETWORK)

Outcomes	Indicators	Data Sources	Targets
Intermediate Maryland residents will report successful transactions on the Marina system	#/% of residents who report they found what they were looking for and received the material within the time and at the location they requested.	DLDS survey of libraries	25% of 5,164,300

Goal I, Program 3: Generational and Intergenerational Responsive Programming

Strategic Direction:
Enhance equity of access to information, resources and public library services

LSTA Purpose:
Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

Goal:
Maryland libraries will meet the changing information and learning needs of their local communities

Need:
All libraries in Maryland provide generational (targeted to one population) and intergenerational (targeted to more than one population) resources. This goal ensures that youth, their families and communities are served in accordance with the Maryland Annotated Code, ED, § 23-101, "The General Assembly finds that public library resources and services are essential components of the educational system." This goal is targeted to children from birth through age 17, their families and community. At times we will serve only one group (generational), increasingly we will provide service across groups (intergenerational). We are targeting those populations who have difficulty using a library and to underserved urban and rural communities with incomes below the poverty line.

Public libraries have as their local mission statement service to a cross section of population. It is the role of the Division of Library Development and Services to provide leadership and guidance through staff development, partnering, research, marketing and technologies. To that end we have worked with the Johns Hopkins Center for Reading Excellence in the past year to create, distribute and analyze a survey of emergent literacy behaviors found in local public library programs. Based on the survey results we created and delivered statewide daylong workshops to ensure a baseline of service to preschoolers, their families and communities. A half-day session is offered to staff not specializing in children's work. A conference was held in April 2002 that offered partnering opportunities for public libraries with school libraries, government and community agencies and national publications.

Next year we will participate in a yearlong Family Literacy initiative being developed by our parent agency the Maryland State Department of Education (MSDE). We will collaborate with Johns Hopkins University, departments and divisions within MSDE, government and community agencies and national publications to meet the needs of educating child care workers, meeting the needs of special populations – ADA, homeless, ESL, etc.

We will continue to support student achievement by participating in the development of a common theme Summer Reading Program. We will work more closely with MSDE to look for measures that indicate the impact of participation in school success.

Young adult services will see its first statewide conference that addresses their unique needs. Audra Caplan, incoming president of Young Adult Service Association (YALSA) of the American Library Association, and a member of the Maryland Administrators of Public Library Association will serve as chair of the committee for the conference.

Gilda Martinez of the Johns Hopkins Center for Reading Excellence has asked to focus her dissertation on our emergent literacy efforts. Elaine Czarnecki, also of the Center, will conduct a survey to follow-up on implementation of this year's training.

We anticipate that our efforts to answer school assignment questions will continue to be an area of examination and integration into technology responsiveness to meet changing learning styles and increased reliance on standardized testing.

Program Title:
Generational and intergenerational programming

Program Purpose Statement:
We provide research, tools, techniques, resources, and technical assistance for Library administrators and staff
- So that libraries can develop intergenerational service capability among their staffs
- So that libraries can develop resources to meet the needs of their users
- So that libraries will have the resources they need to remain essential components of Maryland's educational system.
- So that Maryland will continue to provide leadership in intergenerational services
- So that libraries can remain viable in the future

Activities:
- Develop and present workshops on intergenerational topics.
- Offer incentive grants to libraries to develop intergenerational resources and services
- Research and assess effective activities and post them on the state library web site
- Offer special grants to library staff to be trained in intergenerational services
- Contract with consultant(s) to offer technical assistance in intergenerational services
- Conduct statewide needs assessment on intergenerational issues on an annual basis
- Facilitate collaborative and partnership initiatives with libraries
- Strengthen ties and seek collaboration opportunities within MSDE and with school libraries to improve student achievement to meet national assessment goals in areas such as summer reading and serving young adult readers

Outcomes	Indicators	Data Sources	Targets
Intermediate Maryland libraries will report that they have developed intergenerational services capability of their staff	#/% of libraries who have developed the capabilities of staff to provide intergenerational services	DLDS survey of libraries	13 (27)/50%
Intermediate Public and regional libraries will use one of the tools identified by DLDS to provide intergenerational services	#/% of libraries who request of one of the tools <u>or</u> #/% of libraries who request technical assistance for one of the tools <u>or</u> #/% of libraries who provide and intergenerational service	DLDS statistics DLDS statistics DLDS survey of libraries	20 (27)/75% 20 (27)/75% 20 (27)/75%

Generational and Intergenerational Programming (continued)

Outcomes	Indicators	Data Sources	Targets
Long Term (Impact) Maryland public libraries will have integrated and assessed an intergenerational service to their end users	#/% of libraries who identify one intergenerational service need <u>and</u> #/% of libraries who have developed a service model that meets intergenerational needs.	DLDS survey of libraries DLDS survey of libraries	15 (27)/55% 15 (27)/55%

Goal II, Program 1: Maryland Library Learning Community

Strategic Direction:
Develop the statewide library learning community

LSTA Purpose:
Linking libraries electronically with education, social or information services

Goal:
Maryland libraries will be learning organizations both internally and collectively to benefit themselves and others

Need:
"The illiterate of the future are not those who cannot read or write. They are those who cannot learn, unlearn, and relearn." --Alvin Toffler. Continuous change is forcing all organizations to examine their structure, culture, and how quickly their staff can learn to provide the best possible services to their customer.

Maryland has taken a two-pronged approach to learning based on the feedback from library administrators and staff. We have been providing learning opportunities that not only expand the capabilities of the staff, but the organization as a whole. Over the past two years we have offered a variety of learning opportunities including: access to Ninth House elearning for developing management skills; Learning Organization workshop and support of developing positive change within organizations. This approach has been met with great success and support from the library community, and encouragement to continue the process.

Staff Development
Maryland Libraries have always been committed to the continuous development of their staff.
"Seventy-eight percent of the library systems have conducted assessments of the library's learning needs. Eighty-five percent have created training sessions or hired someone to provide training for their staff. In addition to training in using computers, 81% of the library systems have offered other staff development opportunities to assist them in keeping up with change and enhancing their job skills." (THE MARYLAND LIBRARY SERVICE TECHNOLOGY ACT FIVE-YEAR PLAN EVALUATION, 2002)

The changing world of information technology has created a need for ongoing training, which is available anytime and anywhere. Library staff in each branch around the state can range from 1 to 50. For all staff sizes, there is a need for access to multiple methods of learning to keep up their skills. There is also a need to have a place to go to find learning opportunities and colleagues to share expertise. Currently only about 24% of libraries are offering online learning, and the need and desire for more opportunities is expressed to us by staff and their administrators during every liaison visit.

Organizational Development
Along with the need for creating organizations that are flexible and can deal with change, Maryland libraries will be losing most of their senior staff to retirement over the next 5-10 years, and need to develop new leaders. Through informal focus groups and feedback after training sessions, library administrators and staff have requested more management and organizational development learning opportunities.

Developing library organizations and staff will be key to the public receiving the best possible programs and services in the future. It will also provide libraries with skills and ideas for benefiting their community organizations as a whole.

Program Title:
Maryland Library Learning Community

Program Purpose Statement:
We provide tools, techniques, resources, and technical assistance for Library administrators and staff
- So that staff will have ongoing learning opportunities to continuously develop and update their skills
- So that staff will have access to learning when and where they need it
- So that libraries will have a framework for thinking about their organizations, and strategies that can be used to help them become more flexible and adaptive to change
- So that libraries can remain viable in the future

Activities:
- Assess learning needs to determine development of elearning/blended learning sessions
- Provide statewide programs to offer access to the latest online learning opportunities
- Create of online/blended learning based on current content
- Develop the Maryland Learning Libraries Portal for sharing, accessing, and communicating learning among all library types
- Offer a Staff Development Grant program
- Offer statewide programs that focus on the development of flexible and adaptive library organizations
- Collaborate with special libraries to increase distance learning opportunities
- Explore an online clearinghouse of statewide learning opportunities for all types of libraries
- Explore a public library/school library partnership to provide professional development opportunities especially in the area of leadership training
- Encourage libraries to assist college students in becoming library professionals

Outcomes	Indicators	Data Sources	Targets
Intermediate Library staff will use/attend an online class.	#/% of staff who sign up for an online course #/% of staff who complete an online course #/% of staff who express satisfaction with this form of learning	Tracking of online courses Tracking of online courses Survey of library staff	# of staff
Intermediate Library staff will have logged onto the Maryland Library Portal to find training or colleagues to share expertise. (continued on next page)	# of staff who log onto the Maryland Library Portal and #/% of staff who report being able to find training opportunities and #/% of staff who find colleagues to share expertise or #/% of staff who have logged on to the discussion board at least once a month	Server data Pop up surveys for users Survey of libraries Server data	# of staff

Maryland Library Learning Community (continued)

Outcomes	Indicators	Data Sources	Targets
Long term Library staff will participate in organizational change learning opportunities, and implemented one small change in their library system.	#/% of library staff that participate in at least one organizational change opportunity <u>and</u> #/% of staff that create and implement at least one change model	DLDS statistics Survey of libraries and library staff	1350(3000)/ 45%

Goal III, Program 1: Statewide Technology Opportunities

Strategic Direction:
Help libraries define their niche in the digital world

LSTA Priorities:
- Establish or enhance electronic linkages among or between libraries.
- Help libraries access information through electronic networks.
- Pay costs for libraries to acquire or share computer systems and telecommunications technologies.
- Encourage libraries in different areas and different types of libraries to establish consortia and share resources

Goal:
Maryland libraries will anticipate and meet the digital/electronic needs of their communities.

Need:
Wiebe Bijker in his book Of Bicycles, Bakelites, and Bulbs: Toward a Theory of Sociotechnical Change, states that "technology is created by engineers working alone or in groups, marketing people who make the world aware of new products and processes, and consumers who decide to buy or not to buy and who modify what they have bought in directions no engineer has imagined." Libraries are often the focus of technological change in a community, or at least libraries attempt to show that they are technologically savvy, especially with information technology, and especially with technology that is impacting the lives of their patrons.

Technology changes rapidly. Libraries have witnessed e-books, MP3 players and advances in computerization and automation. In an attempt to help libraries find their digital niche in this volatile environment the Division supports, promotes and creates programs that help librarians think of the impact of new technologies on their system. Patrons in turn learn about and use technology that is shaping their life through their library.

Being able to buy into technology positions libraries as leaders in their community. The creation of the Sailor® network positioned libraries as community leaders in telecommunications and, as a statewide network, has provided political leverage in matters of funding and other issues.

The Division has funded the distribution of e-book readers to libraries and is currently working on a statewide project for the distribution of MP3 players and licensing to audible.com for patrons to checkout digital copies of books.

Libraries often hold collections and materials of significance to local history. Statewide digitization efforts are producing a collection of digitized content through the Sailor® network and a survey generated database of cultural heritage resources. The survey work will include public libraries, and other institutions that hold materials relevant to the cultural heritage of Maryland.

Since patrons often are unaware of technological developments the Division has made an investment of resources into the creation of technology centers, which will showcase recent developments in products, that impact patrons and information. The first center will showcase e-books and e-book readers. The development of digital text has meant significant changes to the publishing industry and potentially to the reading public. Although e-book readers have been slow to be adopted, they will continue to evolve and several industry leaders have predicted the demise of printed text by the year 2020.

Futuristic ideas, and a little controversy, are the core components of the technology conference that is coordinated by the Division. Speakers have discussed the future of literacy, robotics, e-books, smart

cards and other technologies. For the 2002 conference Tom Kelley will discuss innovation, Bran Ferren will discuss the creative process. And Robin Raskin will talk about technologies that survive. Through this conference library staff get a new perspective on the future of libraries and how they can adapt.

Program Title:
Statewide technology opportunities

Program Purpose Statement:
We provide leadership, resources and technical assistance for State Library Resource Center (SLRC) staff and public library administrators and staff
- So that libraries can digitize and preserve significant local collections
- So that Maryland residents will have access to the information in digitized local collections
- So that libraries can showcase technology and promote themselves as technology leaders in their community
- So that Maryland residents will be introduced to new and emerging technologies through their library
- So that libraries and residents can try customized technology services like ebook readers, MP3 players and other devices.
- So that libraries can learn of new and emerging technologies

Activities:
Digitization
- Develop and implement statewide digitization
- Explore collaborative digitization efforts with academic libraries
New and Emerging Technologies
- Develop and implement technology centers
- Identify and implement customized technology services (such as audible.com) for Maryland residents
- Develop and implement a biennial statewide technology conference

DIGITIZATION

Outcomes	Indicators	Data Sources	Targets
Intermediate Public library systems will have their collections surveyed and prioritized for digitization	#/% of the collections documented and #/% of collections that have been digitized	State Library Resource Center statistics	100% of the library systems x#/10% of the number of collections surveyed
Long Term Maryland residents will have access to public library collections of cultural heritage	#/% of Maryland residents who access the digitized collections and find the information they need	Sailor statistics	5% of 5,164,300

NEW AND EMERGING TECHNOLOGIES

Outcomes	Indicators	Data Sources	Targets
Immediate Maryland residents will be introduced to new technologies that will enhance their reading, information and learning skills	#/% of Maryland residents who report that they have learned of at least one new technology at their public library <u>and</u> #/% of Maryland residents that have used at least one new technology through their public library <u>and</u> #/% of Maryland residents who report satisfaction with the use of the new technology	Evaluations at technology training sessions Library statistics Satisfaction surveys of patrons	5% of each participating library system's registered borrowers
Immediate Library administrators and staff will learn of new and emerging technologies and trends that affect library service through the biennial statewide library technology conference	#/% of library administrators and staff who report that they have learned of at least one new technology or have a new understanding of information technology trends	Evaluations from the technology conference	80% of the attendees

Goal IV, Program 1: Program Evaluation

Strategic Direction:
Promote the visibility and accountability of public libraries in local communities.

LSTA Purpose:
Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

Goal:
Maryland libraries will become essential resources in their communities.

Need:
The corollary to needs assessment is evaluation. To know if we are successful with the programs and services that we create to meet the needs that we have assessed, we need to evaluate those services.

The goal of DLDS is to ensure that all Maryland libraries become self-evaluating organizations. In the evaluation report of Maryland's first five year plan, the Alliance Group made it clear that most of the projects funded in the first five years were not sufficiently evaluated. Only about 20 projects funded over the five-year period contained evaluation data. The contractor strongly recommended that Maryland train its grantees in evaluation and also supply sufficient resources to grantees to conduct a through evaluation of its projects.

Due to the Government Performance and Results Act (GPRA), the federal government is being pressed to prove the effectiveness of its programs and to provide impact data for the dollars that it is administering. In 1999, the U.S. Institute for Museum and Library Services (IMLS) adopted a program of outcome based evaluation. It began by training the staff of state library agencies. Maryland was one of the first states trained in December of 1999. The process so impressed the state librarian that the state decided to introduce this type of evaluation to its sub-grantees.

Initially the idea was to train one or two of the project directors of grants that were funded through the competitive cycle in the fall of 2000. These project directors were identified and invited to the training. To round out the class, the other project directors were invited if they chose to participate. Demand was higher than expected and a second and third workshop session was added to accommodate all of those who wished to participate. Since that time, over 60 library staff have been trained to date.

Each participant was required to create a logic model or evaluation plan based on OBE principles. The plans were drafted and reviewed by the Alliance Group (the contractor for the training) Plans have been collected for most of the projects and the results of the first trainees plans will be collected in the near future.

In addition, Maryland has applied for a National Leadership Grant to test a web site that will record, aggregate, and report outcome based evaluation data. If this grant is successful, Maryland will be in a position to gather its OBE data for the period of this five-year plan. The website will streamline the process and make data gathering easier and more uniform. Setting aside money to train more library staff on OBE principles will help ensure the use of the database and provide more data for evaluating the product.

Many Maryland libraries are becoming interested in outcome based evaluation due to the use of this type of evaluation by other agencies and groups. Many social service agencies and schools are using this process. Some local governments are now requiring that all county agencies provide their funding

requests in outcome based terms. Many local public libraries are also finding that there are additional sources of local money that they can take advantage of if they can prove how they contribute to the enhancement of their communities. To avail themselves of this money, libraries need to couch their requests in terms of benefits to the residents. Knowing the terminology and using evaluation models also make them valuable resources to others in their community and help them obtain influential positions such as appointments to boards and organizations that increase the visibility of libraries.

Maryland has found that this type of evaluation is helpful and valuable as a tool that not only proves success but also helps manage the project. However, it takes time and resources and funding was be provided to make it successful.

DLDS will be identifying and supporting other forms of evaluation that libraries can use to continually assess and monitor their services and how they meet the needs of their community.

Program Title:
Program evaluation

Program Purpose Statement:
We provide tools, resources, technical assistance, and training for library administrators and staff
- So that libraries can become self evaluating organizations
- So that libraries can prove the impact they are having on their communities
- So that libraries can manage their programs and services more effectively
- So that libraries can develop the programs and services that best meet the needs of their communities

Activities:
- Provide workshops in outcome based evaluation (OBE) to library staff in all types of libraries
- Provide technical assistance to those using OBE
- Provide a mechanism for evaluators to share their results and ideas
- Evaluate the effectiveness of OBE in libraries
- Identify and support through training and resources other evaluation models

Outcomes	Indicators	Data Sources	Targets
Libraries will become self evaluating organizations	#/% who use OBE to measure the outcomes for at least one program per year and #/% of libraries that report on program results in outcome-based terms.	DLDS Survey # of logic models produced and results posted on the web site	20%
Libraries will have instituted/dropped programs/services based on OBE data	#/% of libraries who report that they have managed programs by using outcomes data.	DLDS surveys Self reports	14 (27)

Goal IV, Program 2: Collaborative Projects Among Libraries and Other Agencies to Increase the Visibility of Libraries

Strategic Direction:
Promote visibility and accountability of public libraries in local communities

LSTA Purpose:
Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

Goal:
Maryland libraries will become essential resources in their communities.

Need:
Maryland public libraries are heavily used by a large segment of the population, but few people, even the regular patrons are aware of all the services that libraries offer. In addition, many residents are not library users at all for a variety of reasons.

The current users of the library usually access the library for one or two reasons only and do not take advantage of some of the other services available to them. For instance, many patrons who borrow books and videos from the library do not also use it for getting the information they need for their daily lives. Parents who bring their children in for storytime often do not avail themselves of the vast array of borrowing materials in the adult section of the library. Many Internet users who access the library for their information needs are not always aware that they can reserve books anywhere in the state and have them delivered to their local branch. Other Internet users access specialized services through the library's website such as online databases but are unaware that the library provides those sources.

Many residents have never been library users. The reasons for this are varied. Some are new to the state and/or the country and are unaware of library locations and library websites. Many speak foreign languages and do not believe that the library has materials they can access. Some prefer to buy their books from the Internet or bookstores. Others find that the library is not convenient enough for them to use either because of the branch locations or the branch hours. Some do not believe that the library has information that can help them answer their questions from remodeling their home or finding them a job. Most are unaware that the library has community information such as finding a nursing home for their elderly parents or a reliable day care service for their toddler.

To make libraries better known throughout the community to the various segments of the population, who could benefit from their services, libraries need to target market. One of the most successful ways of reaching these markets is through the people and agencies that already serve them. For this reason, libraries need to work with other libraries and agencies in their community to get the word out about what libraries have to offer. Maryland libraries have a history of doing this but have not always been successful in serving the library's mission in doing so. To further the library's visibility, this program will provide libraries with the information, tools, and resources to form consortia that benefit all of its members. It will encourage consortia that foster long-range planning, organizational structure, marketing, and project implementation that will position the library and its community partners as important players in the world they serve.

Program Title:
Collaborative programming among libraries and other agencies to increase the visibility of libraries.

Program Purpose Statement:

We provide resources, tools, techniques, and technical assistance for Library administrators, staff, and trustees

- So that libraries can play an important role in their communities
- So that residents and funders will know the value of libraries and the services they offer
- So that libraries can collaborate with other libraries and other agencies in their community to leverage their resources and provide enhanced services to Maryland residents

Activities:

- Provide collaboration opportunities for libraries
- Provide technical assistance to libraries to form consortia
- Form and fund a library consortium to undertake marketing campaigns such as the "@ Your Library" program
- Explore the formation of a library "Think Tank" that would facilitate collaborative efforts among libraries

Outcomes	Indicators	Data Sources	Targets
Maryland residents will report being aware of the value of public libraries and the services public libraries offer	#/% of residents who report that they are aware of at least 2 of the services offered by their public library	(DLDS) Maryland poll	30% of 5,164,300
Maryland libraries will have formed at least one consortium with other types of libraries or organizations	#/% of libraries that have formed at least one consortium	DLDS survey of libraries	50%
Maryland library consortia will develop and implement projects or services to enhance the lives of Maryland residents	#/% of libraries that report that they have developed a project or service	DLDS survey of libraries	20%

Goal V, Program 1: Maryland State Library for the Blind and Physically Handicapped

Strategic Direction:
To increase and improve library services to the print disabled community of Maryland.

LSTA Purpose:
Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

Goal:
Maryland's print disabled community will have access to increased and improved library services.

Need:
LBPH is the sole provider of free alternative format materials for Maryland citizens who are unable to use standard print. Most of these individuals are homebound or cannot travel. Because of disability and isolation, these individuals are unable to enjoy collections and services available to all others in the state through the public library. They are dependent on LBPH for all library needs. LBPH patrons use the library's collection of audiocassette, Braille, large print, descriptive video, and tactile material. These patrons also receive the following services: reader advisory, reference assistance, information and referral assistance, programs, book discussion groups, and the use of assistive technology workstations. These services and collections are not available through any other means in the state.

Although much of the LBPH collection is provided through the Library of Congress National Library Service for the Blind and Physically Handicapped (NLS), the collection must be supplemented to provide materials not available through NLS such as large print, tactiles, descriptive videos and a more extensive audio collection. Unfortunately, patrons not in the Washington/Baltimore metropolitan area are unable to take advantage of the full library services offered at LBPH. There is a need to bring these services, especially the wide variety of programs, to patrons in outlying areas of the state. In addition, there is a pressing need for extensive outreach to health care providers and others who identify potential patrons. Many health care professionals are unaware of LBPH. Outreach through presentations at health care facilities and health fairs throughout the state help to insure that all individuals in the state who need LBPH services are aware of them.

There is also a need for staff development and training so that LBPH staff is trained to work with this unique population and kept current with the services available to special populations.

Technology has opened many doors for individuals with disabilities. LBPH needs to upgrade its automated library system and its adaptive technology workstations so that patrons can have access to the same online information as is offered in public libraries.

Program Title:
Maryland State Library for the Blind and Physically Handicapped

Program Purpose Statement:

We provide a wide variety of quality materials and specialized library services to every individual in the state who is unable to use standard print materials because of a visual, physical, or learning disability (approximately ten thousand individuals).

- So that all patrons in the state have a wide variety of public library services and materials
- So that all the individuals in the state who need special services are aware of LBPH
- So that the health care professionals are aware of LBPH
- So that patrons will have access to online information through adaptive technology
- So that the LBPH staff will have the expertise and training to bring the specialized services to their patrons

Activities:

- Expansion of program schedule
- Expansion of outreach to retirement and nursing facilities.
- Staff development
- Upgrade automated library system and assistive technology

STAKEHOLDER INVOLVEMENT PROCEDURES

Currently, Maryland's LSTA program encompasses many statewide programs and a considerable number of local projects. Although the only eligible grantees in Maryland are public and regional libraries, all of the statewide programs such as Sailor and MARINA and many of the local projects benefit other types of libraries as well. To ensure that this Plan reflected the needs of all types of libraries in the state, several activities were undertaken:

1. The Plan itself is based on the Division's current three-year strategic plan covering 2001-2004 which was developed in December of 2000 through a three day retreat with ten representative members of the public and regional library systems in Maryland.
2. In April of 2002, three focus groups were held in Annapolis, MD with representatives of special, academic, and school libraries. Input from these focus groups has been incorporated into this plan.
3. In May of 2002, a draft of the goals and programs of this plan were presented to the Maryland Advisory Council on Libraries. Suggestions and comments received as a result of that meeting have been incorporated into this plan.

COMMUNICATION PROCEDURES WITH STAKEHOLDERS

The developments of the Plan will be reported as follows:
1. Annual reports on the annual program filed with IMLS will be posted on the website and announced to constituent groups.
2. Reports will be made at the quarterly meetings of the Maryland Association of Public Library Administrators (MAPLA)
3. A report on the Plan's progress will be made at the annual conference of the Maryland Library Association (MLA)
4. Presentations will be made to the Maryland Advisory Council on Libraries at one of its meetings throughout the year.
5. A presentation will be made to the Citizens for Maryland Libraries at one of their meetings throughout the year.

MONITORING PROCEDURES

A DLDS staff specialist has been assigned to monitor each program. DLDS staff specialists will also be assigned as grant monitors to projects that fall under these programs but are implemented by individual libraries. Annual reports on the progress of the plan will be made available to the public. In addition, the Plan itself will be monitored on an ongoing basis within DLDS and reviewed each year at DLDS's annual retreat. At that time, any modifications to the plan will be formulated and filed with IMLS by the deadline set forth in the LSTA Act.

STATEMENT OF PROGRAM ASSURANCES

All State Library Administrative Agencies receiving assistance under the Library Services and Technology Act, P.L. 104-208, as amended, must comply with the statutes and regulations cited below. To receive federal assistance, all applicants must provide this signed Statement of Program Assurances.

The undersigned, on behalf of the State Library Administrative Agency (SLAA), agrees that the SLAA will comply with Subtitle B of the Museum and Library Services Act of 1996 -- the Library Services and Technology Act ("LSTA" or this "Act"), P.L. 104-208, as amended, and all of its provisions, including those set forth below.

(a) Pursuant to 20 U.S.C. Section 9122(6), the SLAA provides assurance that it has the fiscal and legal authority and capability to administer all aspects of the LSTA, that it will establish the State's policies, priorities, criteria, and procedures necessary to the implementation of all programs under this Act (including the development of a State Plan), and that it will submit copies of these materials for approval as required by regulations promulgated by the Director of the Institute of Museum and Library Services (IMLS).

(b) Pursuant to 20 U.S.C. Section 9134(b)(6), the State Library Administrative Agency provides assurance that it will comply with 20 U.S.C. Section 9134(f), which sets out standards relating to Internet Safety for public elementary school and secondary school libraries that do not receive services at discount rates under section 254(h)(6) of the Communications Act of 1934, and for which IMLS State Program funds are used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

(c) Pursuant to 20 U.S.C. Section 9134(b)(7), the SLAA provides assurance that it shall make reports, in such form and containing such information, as the Director may require reasonably to carry out the State Plan and to determine the extent to which funds provided under this Act have been effective in carrying out the purposes of this Act.

(d) The SLAA agrees that it will comply with all applicable IMLS regulations, including 45 C.F.R. Part 1183 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Government; 45 C.F.R. Part 1180.44 -- Federal Statutes and Regulations on Nondiscrimination; 45 C.F.R. Part 1110 -- Nondiscrimination in Federally Assisted Programs; and 45 C.F.R. Part 1185 -- Government-wide Debarment and Suspension and Government-wide Requirements for Drug-Free Workplace, under the rules for the National Foundation on the Arts and the Humanities.

The SLAA further provides assurance that it will comply with all other applicable Federal statutes and regulations in effect with respect to the periods for which it receives grant funding.

These assurances are provided in connection with any and all financial assistance from the Institute of Museum and Library Services after the date this form is signed. This includes payments after such date for financial assistance approved before such date. The SLAA recognizes and agrees that any such assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this Statement of Program Assurances. These assurances are binding on the SLAA, its successors, transferees, and assignees, and on the Authorizing Official whose signature appears below.

For additional information on this Statement of Program Assurances, contact IMLS at 1100 Pennsylvania Avenue, N.W., Washington, DC 20506.

_____
Signature of Authorizing Official

Irene Padilla, Assistant Stae's Superintendent for Libraries   _____
Name and Title of Authorizing Official   Date

CERTIFICATIONS REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; DRUG-FREE WORKPLACE REQUIREMENTS; LOBBYING; FEDERAL DEBT STATUS; AND NONDISCRIMINATION

Signature of this form provides for compliance with the statutes and regulations cited below. The certifications shall be treated as material representations of fact upon which reliance will be placed when the Institute of Museum and Library Services determines to award Federal funds to State Library Administrative Agencies.

1.   DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549 and implemented at 45 C.F.R. Part 1185, the undersigned, on behalf of the applicant, certifies to the best of his or her knowledge and belief that neither the applicant, nor its principals:

(a) are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) have within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, state or local) transaction or contract under a public transaction, or in connection with a violation of Federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) are presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, state or local) with commission of any of the offenses enumerated in paragraph (b) of this certification;

(d) have within a three-year period preceding this application/proposal had one or more public transactions (Federal, state or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

2.   DRUG-FREE WORKPLACE REQUIREMENTS

As required by the Drug-Free Workplace Act of 1988 and implemented at 45 C.F.R. Part 1185, the undersigned, on behalf of the applicant, certifies that the applicant will or will continue to provide a drug-free workplace by:

(a) publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the action that will be taken against employees for violation of such prohibition;

(b) establishing an ongoing drug-free awareness program to inform employees about:
    (1) the dangers of drug abuse in the workplace;
    (2) the grantee's policy of maintaining a drug-free workplace;
    (3) any available drug counseling, rehabilitation, and employee assistance programs; and
    (4) the penalties that may be imposed on employees for drug abuse violations occurring in the workplace;
(c) making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
(d) notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will
    (1) abide by the terms of the statement; and
    (2) notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace not later than five calendar days after such conviction;
(e) notifying the agency in writing within ten (10) calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notices shall include the identification number(s) of each affected grant;
(f) taking one of the following actions within thirty (30) days of receiving notice under subparagraph (d)(2) with respect to any employee who is so convicted:
    (1) taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 701 *et seq.*); or
    (2) requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, state, or local health law or other appropriate agency;
(g) making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

The applicant either shall identify the site(s) for the performance of work done in connection with the project in the application material or shall keep this information on file in its office so that it is available for Federal inspection. The street address, city, county, state, and zip code should be provided whenever possible.

3.   LOBBYING

As required by Section 1352, Title 31 of the United States Code, and implemented for persons entering into a grant or cooperative agreement over $100,000, the applicant certifies to the best of his or her knowledge and belief that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into of a cooperative agreement, or the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
(b) If any funds other than appropriated Federal funds have been paid or will be paid to any person (other than a regularly employed officer or employee of the applicant) for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an

officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall request, complete, and submit Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

4. FEDERAL DEBT STATUS

The undersigned, on behalf of the applicant, certifies to the best of his or her knowledge and belief that the applicant is not delinquent in the repayment of any Federal debt.

5. NONDISCRIMINATION

As required by the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Education Amendments of 1972, and the Age Discrimination in Employment Act of 1975, as implemented at 45 C.F.R. Part 1180.44, the undersigned, on behalf of the applicant, certifies that the applicant will comply with the following nondiscrimination statutes and their implementing regulations:

(a) Title VI of the Civil Rights Act of 1964, as amended (42 U.S.C. § 2000 *et seq.*), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any program or activity receiving Federal financial assistance;

(b) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 701 *et seq.*), which prohibits discrimination on the basis of disability in Federally-assisted programs;

(c) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-83, 1685-86), which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance;

(d) The Age Discrimination in Employment Act of 1975, as amended (42 U.S.C. § 6101 *et seq.*), which prohibits discrimination on the basis of age in Federally-assisted programs;

The undersigned further provides assurance that it will include the language of these certifications in all subawards and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

_____
Signature of Authorizing Official

Irene Padilla, Assistant State's Superintendent for Libraries
Name and Title of Authorizing Official

_____
Date

CERTIFICATION OF APPROPRIATE STATE LEGAL OFFICER

I hereby certify that State Department of Education   (Name of State Agency) Maryland, (Name of State)

is the official State Agency with authority under State law to develop, submit, and administer or supervise

the administration of the State Plan under the Library Services and Technology Act; that Irene Padilla,

Assistant State's Superintendent, (Name of Authorized State Agency Official) is the officer authorized to

submit the State Plan for the named State Agency; that the State Treasurer or Maryland State

Department of Education (Title of Officer other than State Treasurer) has authority under State law to

receive, hold, and disburse Federal funds under the State Plan; and that all provisions contained in the

Plan are consistent with State law.

_____
**(Signature of Attorney General or
Other State Legal Officer)**

**Assistant Attorney General and Principal
Counsel to MD State Dept. of Education
Title**

_____
Date